DOCUMENT RESUME

ED 206 724 TM 810 636

TITLE Connecticut Ninth-Grade Proficiency Test 1980-81 Summary Report: Mathematics, Basic Writing Skills in the Language Arts, Reading.

INSTITUTION Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.

PUB DATE Feb 81

NOTE 41p.

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Basic Skills; Educational Assessment; Grade 9; Junior High Schools; Language Arts; Mathematics; Reading Skills; *Scoring; *State Programs; Test Construction; *Test Format; *Testing Programs; *Test Norms; Writing Skills

IDENTIFIERS *Connecticut Ninth Grade Proficiency Test

ABSTRACT

The "Education Evaluation and Remedial Assistance" section 10-14n of the Connecticut General Statutes, requires that the State Board of Education administer an annual statewide proficiency examination in basic reading, language arts, and mathematic skills to all ninth-grade students. This report describes the development of the test and summarizes the results of the second administration. The objectives of the test are outlined and range from the provision of a statewide information base on all students before entering high school, to the use of results for budget request preparation, and the use of the test as a screening process to diagnose student skill deficiencies so that follow-up aid may be administered to improve basic skills. The implementation, process and the identification of test content are outlined. Descriptions of the individual tests and their objectives follow. The process of constructing and reviewing items, conducting a pilot test and selecting procedures for setting the statewide level of expected performance, constitutes the next section. The third section is comprised of test administration procedures and discusses the scoring procedures utilized for each test. In conclusion, statewide results are summarized by state and by school district. Sample writings and holistic scores assigned them are appended. (AEF)

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Connecticut Ninth-Grade Proficiency Test 1980-81

summary report

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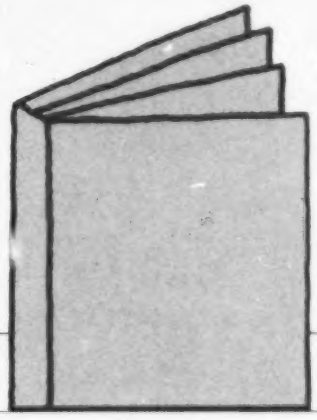

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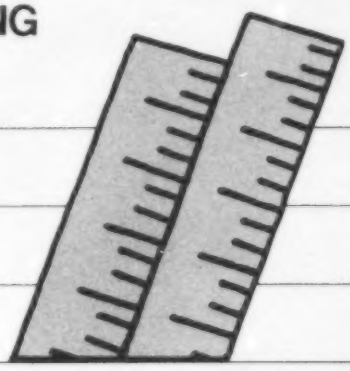

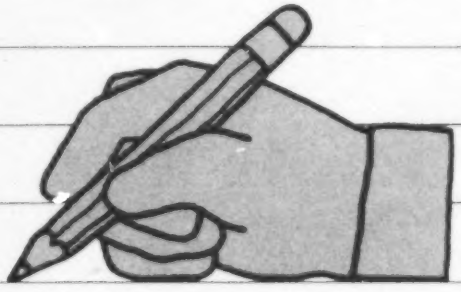

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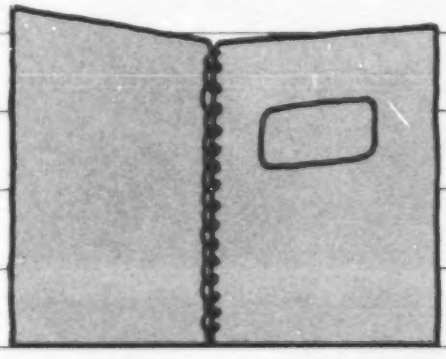

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Connecticut Ninth-Grade Proficiency Test

School Year 1980-81

Administered October 1980

SUMMARY REPORT

- Mathematics
- Basic Writing Skills in the Language Arts
- Reading

Connecticut State Department of Education
Bureau of Research, Planning and Evaluation
Assessment and Testing Unit

February 1981

Annual Report Series: BRPE-81-13B

STATE OF CONNECTICUT

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The 1980-81 school year represents the second time in the state's experience that all ninth-graders were tested to determine their levels of basic skills proficiency. The test has a very fundamental purpose. It assesses and identifies those students who may need remedial assistance in reading, writing or mathematics.

We find that nine out of ten students in the state met or surpassed the statewide proficiency level in reading and writing. The same can be said for three out of four students in mathematics. These results are generally consistent with the previous year's testing, though this year's ninth-graders were tested much earlier in the school year.

The change in the testing date from March to October reflects a desire to ensure that school districts are better able to use the results to help students during the ninth-grade year. Also, Fall testing allows school officials to reach those who may drop out if not given special attention; to use the results in preparing budget requests; and to gain an additional year in follow-up and diagnosis.

The State Department of Education and local and regional school districts will continue as partners in an effort to administer effectively the Education Evaluation and Remedial Assistance (EERA) program.

We are pleased that the General Assembly's adoption of EERA in 1978 has provided us with an opportunity to measure and report on the efforts to improve basic skills programs and help those students requiring special assistance.

The information gathered through EERA testing, over time, provides an important statewide information base on all students entering high school. Efforts are in place to use the test in ways that will reflect positively on the condition of education in our state. We, at the State Department of Education, continue to be available to local educators to assist in enhancing their many programs and activities in these areas.

Mark R. Shedd
Commissioner of Education

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I. INTRODUCTION

Overview

The Connecticut Statewide Ninth Grade Proficiency Test, required by "Education Evaluation and Remedial Assistance" section 10-14n of the Connecticut General Statutes, was administered for the first time in March of the 1979-80 school year and for the second time in October of the 1980-81 school year. The law, which became effective July 1, 1978, requires that the State Board of Education administer an annual statewide proficiency examination in basic reading, language arts, and mathematics skills to all ninth-grade students in Connecticut's public schools, vocational-technical schools, and endowed or incorporated high schools and academies. This report describes the development of the test and summarizes the October 1980 test results.

Purpose and Background

Purposes of the law. The act concerning Education Evaluation and Remedial Assistance (EERA), which requires, among other things, the statewide ninth-grade proficiency test, has eight basic purposes:

(1) to formalize a process of identifying those students in need of further diagnosis and possible remedial assistance in basic skills;

(2) to provide appropriate basic skills remedial assistance for students so identified;

(3) to maximize the number of students in Connecticut's schools who are proficient in the basic skills;

(4) to provide information to parents, instructors, students, and the public regarding the status of student proficiency in basic skills;

(5) to establish procedures at both the state and local levels for the effective use of test results;

(6) to provide school districts with information for use in assessing the progress of individual students over time;

(7) to provide the State Department of Education with information for use in assessing the progress of students and school districts over time; and

(8) to provide information based on which improvements in the general instructional program can be made.

The Ninth-Grade Proficiency Test is one important means of achieving the goals of EERA.

Use of the test. In enacting section 10-14n of the Connecticut General Statutes, the Connecticut General Assembly specified that the proficiency test should be used as a means of screening or identifying students who may be in need of help in acquiring basic skills proficiency, and that it should not serve as a requirement for promotion or graduation or as a diagnostic instrument. The test is administered as early as possible in a student's high school career in order to maximize the time available for providing remedial assistance to students who need it.

Fall versus spring testing. A March date was selected for the first year of testing in order to satisfy the legislation which required administration of the ninth-grade test during School Year 1979-80. An earlier date was not feasible given the timeline for test-development activities. However, the State Board of Education decided that, beginning with School Year 1980-81, all subsequent test administrations should take place in the early fall. The change to fall testing was made for the following reasons:

(1) to provide school districts with an additional six months for planning and/or providing remediation;

(2) to make test results available earlier in the year for district budget planning; and

(3) to reduce the likelihood of judgments being made which unfairly attribute accountability for identified failures to the ninth-grade instructional program.

Since the ninth-grade test was developed to assess K-8 skills and not ninth-grade learning, the change in the test date was not viewed as a problem. The change does have an effect on the use of test results, however, in that student performance in March is not directly comparable to October performance. For the future, October 1980 will be used as the baseline year for comparisons of proficiency test results.

Implementation

During School year 1979-80, three phases of the development of the ninth-grade test were successfully completed:

PHASE I	Identifying the Content of the Test
PHASE II	Developing and Piloting the Test
PHASE III	Administering, Scoring, and Reporting the Results of the Test (March 1980)

In the 1980-81 school year, the same form of the test (Form A) was administered for a second time, thus necessitating a repeat of the Phase III activities. National Evaluation Systems (NES) of Amherst, Massachusetts, was the contract agency responsible for assisting the State Department of Education in implementing all phases of the testing program. The College Board of New York was responsible for developing and scoring the reading portion of the proficiency test.

A Statewide Advisory Committee was appointed by the State Board of Education to assist the Department of Education in implementing EERA. Subcommittees were appointed in each of the three content areas (Mathematics, Language Arts, and Reading) to assist in identifying the specific skills upon which the ninth-grade test would be based and to assist in developing the test. A Test Bias Subcommittee and a Psychometrics Subcommittee were also appointed to assist in the development and review of the test. Committee members included specialists in the basic skills areas, representatives of the education community (elementary school through graduate school), and representatives of the general public. A list of the EERA Advisory Committee and the subcommittee members is presented at the end of this report.

II. DESIGNING THE TESTS

Identifying the Content of the Test

Lists of the specific skills (or objectives) to be assessed by the test were developed by the EERA Mathematics, Language Arts, and Reading Subcommittees in the spring of 1979. The skills lists, along with examples and sample items, as appropriate, were then reviewed by Connecticut citizens by means of a survey questionnaire and a series of public meetings.

Based on reviews of the survey results and the reactions and recommendations of people attending the public meetings, members of the three content-area subcommittees revised the skills lists (objectives). A description of the test and a complete list of the objectives for each content area is included below.

Description of the Mathematics Test

The mathematics portion of the ninth-grade test was composed of 65 test items, all in multiple-choice format. Students were given 60 minutes to complete the test. Listed below are the 37 objectives, or skills, which were identified for the mathematics portion of the test. The Mathematics Subcommittee selected the skills as a representative, but by no means exhaustive, list of the skills within the broader categories of Computation Skills, Concepts, and Problem Solving which should be taught prior to the ninth-grade test.

COMPUTATION

1. Add whole numbers.
2. Subtract whole numbers.
3. Multiply whole numbers.
4. Divide whole numbers (without remainders).
5. Add fractions and/or mixed numbers.
6. Subtract fractions and/or mixed numbers.
7. Multiply fractions and/or mixed numbers.

8. Divide fractions and/or mixed numbers.
9. Add decimal numbers.
10. Subtract decimal numbers.
11. Multiply decimal numbers.
12. Divide decimal numbers.
13. Find a percent of a given whole number.
14. Find what percent one whole number is of another whole number.

CONCEPTS

15. Convert fractions, decimals, and percents to equivalents.
16. Order unit fractions or decimal numbers.
17. Identify the numeric form of a given whole number written in words.
18. Identify the place value of a digit in a given number.
19. Name a ratio given two quantities.
20. Recognize a given pair of lines as parallel, perpendicular, or intersecting.
21. Identify the fractional equivalent of the shaded portion of a given pictorial representation.
22. Select the most appropriate unit of measure for a given task.
23. Find the perimeter of a common geometric figure (triangle, rectangle, square).
24. Find the area of a common geometric figure (triangle, rectangle, square, circle).

PROBLEM SOLVING

25. Solve for the value of a variable in a given formula.
26. Solve a problem involving whole numbers.
27. Solve a problem involving fractions.
28. Solve a problem involving decimals.
29. Solve a problem involving percents.
30. Read and interpret a table, chart, or graph.
31. Read and interpret a map drawn to scale.
32. Find equivalent linear measures (English, metric).
33. Find equivalent measures of weight (mass) and capacity (English, metric).
34. Solve a problem involving time.
35. Find the average of a set of whole numbers.
36. Approximate a reasonable answer to a given problem.
37. Identify the correct number sentence to solve a problem.

Description of the Basic Writing Skills in the Language Arts Test

In identifying the content of the language arts portion of the proficiency test, members of the Language Arts Subcommittee acknowledged that the language skills of listening, speaking, reading, and writing are all very important tools in the study of language arts. Given the constraints of testing, however, and given the fact that reading would be assessed separately, the Subcommittee determined that the proficiency test of language skills would concentrate on writing. For that reason, they titled the language arts assessment "Basic Writing Skills in the Language Arts."

The test was designed to assess writing ability as well as related language skills in the broad categories of Mechanics of Written Expression, Composing and Organizing Skills, and Library Skills for Writing Tasks. Accordingly, the test consisted of two parts:

(1) an exercise requiring each student to write a passage based on personal experience, and
(2) 36 multiple-choice questions.

Students were given 25 minutes for the writing exercise and 40 minutes to answer the 36 multiple-choice questions.

Following is the list of skills identified for inclusion on the ninth-grade multiple-choice test of basic writing skills in the language arts.

MECHANICS OF WRITTEN EXPRESSION

1. Identify and obtain the meaning of a word in the context of a sentence and/or identify the meaning of a word containing a commonly used prefix or suffix.
2. Use correct capitalization in a sentence.
3. Use correct spelling for basic English vocabulary words.
4. Use correct punctuation in a sentence.
5. In connected discourse, recognize and correct errors of usage and/or grammar.

COMPOSING AND ORGANIZING SKILLS

6. Use language appropriate for writer's purpose and audience.
7. Arrange information and ideas in appropriate sequence.
8. Recognize and group related ideas to achieve unity in a passage.
   a. Eliminate unrelated or contradictory ideas.
   b. Select detail to support generalizations.
9. Identify and use appropriate words and phrases to make transitions in written expression.

LIBRARY SKILLS FOR WRITING TASKS

10. Demonstrate dictionary skills.
    a. Use dictionary guide words.
    b. Use dictionary definitions to select appropriate meanings for words.
11. Use reference materials to locate information for a given writing task.

Description of the Reading Test

The reading portion of the proficiency test is called the "Degrees of Reading Power" (DRP). The test is designed to measure a student's ability to process and understand nonfiction English prose passages written at different levels of difficulty or readability. The test identifies the hardest prose that a student can read with comprehension.

The test measures a student's reading ability on an absolute scale. Just as a person's height and weight can be measured accurately without reference to how tall or heavy any other person is, so can reading ability be measured by determining on the prose difficulty scale the hardest text that can be read with comprehension.

The test consists of 14 nonfiction prose passages on a variety of topics. Each passage contains about 300 words and asks seven questions. The passages are arranged in order of difficulty, beginning with very easy material and progressing to very difficult material. Test items are formed by the deletion of selected words in each passage. Each deleted word is indicated by an underlined blank space. Five response options are provided to the students for completing the blank.

The items are designed so that the text of the passage must be read and understood. All the response options fit the blank space: each one makes a grammatically correct and logically plausible sentence if the sentence is considered in isolation. However, only one response fits or is plausible when the surrounding context of the passage is considered. Therefore, to determine the right answer, students must understand the text surrounding the sentence. If the text is understood, then the one correct answer will be obvious.

The deleted words and the response options are always easy or common words, no matter how difficult the passage. Thus the test items become more difficult only with respect to the difficulty of the text in the passages. The response options are kept at an easy level in order to assure that answering questions correctly depends on understanding the surrounding prose in the passage. In addition, all the information that is needed to answer the questions is provided in the text of the passages, thus making it more certain that the test measures reading ability, and not prior information that some students may have and others may not.

Since a student's score on the test is an indication of the most difficult prose reading material which that student can comprehend, the information can be used by teachers to select materials for instruction and independent reading assignments which are of an appropriate difficulty level for that student.

III. TEST DEVELOPMENT PROCEDURES

Item Development and Review

For each of the skills identified for inclusion on the proficiency test, the content-area subcommittees established guidelines concerning the types, number, and difficulty level of items to be used to measure the skill. National Evaluation Systems was responsible for providing a set of test items meeting those specifications from which two parallel forms of the mathematics and language arts tests could be constructed. The College Board was responsible for providing a set of items for the reading test.

All language arts and mathematics test items were developed specifically for the Connecticut Ninth-Grade Proficiency Test. Test items were reviewed by subcommittee members three times during the test development process--twice prior to the pilot test and once to review the pilot test results. Test items were added, deleted, or revised based upon committee recommendations throughout the test development process. Reading Subcommittee members participated in a review of test items which had previously been extensively field-tested.

The Pilot Test

A pilot test consisting of 148 test items in mathematics and 112 test items in language arts was administered in October 1979 to a sample of tenth-grade students in 32 representative Connecticut schools. A review of pilot-test results by the Mathematics, Language Arts, Test Bias, and Psychometrics Subcommittees resulted in a final item pool containing enough items to construct two parallel forms of the mathematics and language arts tests. Form A was administered in March 1980 and again in October 1980. Form B will be administered in October 1981. (For a more detailed description of the pilot-test procedures, see the Summary Report of the 1979-80 Connecticut Ninth-Grade Proficiency Test.)

Setting the Statewide Level of Expected Performance (SLOEP)

As soon as final test forms had been established for each section of the March 1980 Ninth-Grade Proficiency Test, the State Department of Education began the process of setting standards for the test. EERA Regulations mandated that a Statewide Level of Expected Performance (SLOEP) be established by January 1, 1980. Students whose scores fall below the statewide level of expected performance will be eligible for further diagnosis and, if necessary, remedial assistance, to be provided by the local or regional school board.

The State Department of Education's EERA staff met with the EERA Advisory Committee to determine the procedures to be used for setting standards on the Connecticut test. The State Department staff made a proposal, based upon consultation with the Psychometrics Subcommittee, which recommended using some combination of the four most commonly used procedures for setting standards on multiple-choice tests: (a) Angoff method, (b) Nedelsky method, (c) Borderline Group method, and (d) Contrasting Groups method. The EERA Advisory Committee recommended the following two steps:

(1) Use the Angoff and Nedelsky methods prior to January 1 to establish the expected levels of performance for the March 1980 test administration.

(2) Use the Borderline and Contrasting Groups procedures after March 1980 to validate the SLOEP (set in step 1) for future years.

Angoff and Nedelsky procedures. The Angoff and Nedelsky approaches to standard-setting both require the participation of subject-matter experts who know the capabilities and general performance levels of the student population and who are familiar with the curriculum in the schools. Four such groups of subject-matter experts, the majority of whom were teachers of ninth-grade students, participated as judges in the standard-setting process for the Connecticut mathematics and language arts multiple-choice tests. For each test, one group used the Angoff procedure and the other used the Nedelsky procedure. Both methods are designed to yield an estimate of the expected average score of a group of students with minimally acceptable performance. Estimates resulting from the use of these procedures were used to set the cutscores for the mathematics and language arts multiple-choice portions of the Connecticut ninth-grade test. (For a more detailed description of the standard-setting process, see the 1979-80 Summary Report.)

Setting standards for the Writing Exercise and the Reading Test (DRP) involved two groups for each test. For the Writing Sample, two groups of committee members, acting as judges, read a set of 18 papers which had been previously scored using the holistic scoring method. The judges were asked to read each paper and to determine whether the writer (a) definitely needed remedial assistance, (b) definitely did not need remedial assistance, or (c) was on the borderline between needing remedial assistace and not needing it. After a brief training exercise in holistic scoring, each judge rated the papers. Judges' ratings were then compared with the actual scores those papers had been given when scored holistically. Based upon their ratings, the two groups of judges agreed that papers which had received a summed score of 2 or 3 indicated a need for remedial assistance. The State Department, therefore, recommended as the SLOEP for the writing sample a holistic score of 4.

In reading, one group examined the passages in the DRP asking themselves what was the most difficult passage which a ninth-grade minimally competent student could be expected to read with 75% comprehension. The other sub-group examined lists of textbooks, commonly used in English and social studies cla es, and selected those textbooks which a minimally competent ninth-grade student could be expected to read. When the DRP unit (score) corresponding to those textbooks was identified, it was identical to the DRP unit (score) of the passage identified by the first group. The DRP unit (score) recommended by both reading sub-groups was 47.

State Board approval. The State Department of Education recommended the adoption of the following Statewide Levels of Expected P nance: 62 percent for mathematics, 58 percent for Basic Writing Skills in the Language Arts, a holistic score of 4 for Writing, and a raw score of 55 items correct for Reading (47 DRP units). In January 1980, the State Board of Education approved the standard-setting process and all four of the proposed Statewide Levels of Expected Performance.

Student Proficiency Status Study (SPSS). In order to validate the SLOEPs set in January 1980 prior to the administration of the test, the Connecticut State Department of Education (CSDE) conducted a Student Proficiency Status Study (SPSS) in March, 1980. This was designed to secure teacher judgments of approximately 4,500 students which would be used in the Contrasting and Borderline Groups analyses. This study provided the CSDE with data to examine the degree of congruence between teacher judgment and student performance on the tests. Teachers' judgments about students could then be compared with teachers' judgments about items.

In each school, thirty students were randomly selected for inclusion in the study. Their teachers were asked to make one of three judgments about those students: Proficient, Borderline, or Nonproficient. The teachers were told not to use the Borderline Group for students they did not know well; rather they were told to leave the judgment blank. Teachers were also told to keep in mind that they were to judge PROFICIENCY ONLY.

An examination of the Student Proficiency Status Study (SPSS) results indicated that teachers have a better idea of who is proficient than who is not proficient. The percent of students judged proficient but scoring below the standard ranged from a low of only 1.8% in mathematics to a high of 3.9% in language arts. On the other hand, the percent of students judged nonproficient but scoring at or above the standard ranged from a low of 49.1% in language arts to a high of 66.6% in writing. This may be because when students are performing poorly in class, there are many possible explanations. Some of these are motivation, absenteeism, attitude, and health. It is not always possible for teachers to differentiate between lack of mastery of the basic skills and some of these other precipitating factors.

In addition, it is evident from the study that, due to the different judgmental processes/procedures they employ, no two standard-setting methods yield the same standard. In fact, the ranges in the percent of students scoring below the various standards were quite large. Since the standards set by the Connecticut State Board of Education at its January 1980 meeting have been favorably accepted by the Connecticut educational community, the CSDE will, in the foreseeable future, continue to adhere to these standards.

IV. TEST ADMINISTRATION AND SCORING

Test Administration

Test sessions were conducted by local teachers under the supervision of local Test Coordinators who had been trained by staff of National Evaluation Systems (NES). A student who took all four subtests participated in approximately three and one-half hours of testing. In order to allow the school districts as much latitude as possible in adapting test administration to local conditions and student needs, local plans for administration of the Ninth-Grade Proficiency Test were acceptable if the following conditions were met for all ninth-graders:

(a) Session 1 (Writing Sample) occurred on October 7, 1980;

(b) Session 2 (Basic Writing Skills in the Language Arts--multiple-choice test), Session 3 (Mathematics), and Session 4 (Reading) occurred in sequence sometime during October 7, 8, or 9, 1980;

(c) all ninth-graders in a district were tested on the same schedule;

(d) testing occurred during the regular school day in a classroom setting;

(e) testing allowed for a minimum of a ten-minute break between each testing session;

(f) no more than three testing sessions were administered in one half-day; and

(g) make-up sessions began following the administration of Session 4 and concluded by Friday, October 17, 1980. Conditions (d) through (f) above applied for all make-up sessions.

At the conclusion of the make-up testing period, the tests and answer sheets were returned to National Evaluation Systems (NES). Writing exercise booklets were organized in preparation for holistic scoring workshops. The machine-scorable answer sheets containing responses to the language arts multiple-choice, mathematics, and reading tests were prepared for optical scanning and scoring.

Scoring of the Language Arts and Mathematics Tests

The mathematics and language arts multiple-choice tests were scored by NES. The scores reported indicate the percentage of items answered correctly by students. Mathematics scores were reported for the total test and for three domains: Computation Skills, Concepts, and Problem Solving. Likewise, language arts scores were reported for the total test and for three domains: Mechanics of Written Expression, Composing and Organizing Skills, and Library Skills for Writing Tasks.

Scoring of the Writing Sample

Description of the scoring method. The writing sample was scored by Connecticut teachers using a technique known as the holistic scoring method. Holistic scoring is an impressionistic and quick scoring process that rates written products on the basis of their overall quality. It relies upon the scorers' trained understanding of the general features that determine distinct levels of achievement on a scale appropriate to the group of writing pieces being evaluated.

The major assumption upon which holistic scoring is based is that the quality of a piece of writing should be judged on its overall success as a whole presentation, rather than on the quality of its component parts. In other words, the whole of a piece of writing is assumed to be greater than the sum of its parts. Contributing to the rationale underlying holistic scoring is evidence that: (1) no aspect of writing skill can really be judged independently; (2) teachers can recognize and agree upon good writing when they see it, regardless of how they describe writing ability; and (3) teachers will rate pieces of writing in much the same way notwithstanding any discrepant views they might hold about how particular components of writing should be weighted.

The procedure for holistic scoring is specific to the complete set of writing samples on a given topic that a group of scorers have been asked to evaluate. That is, the scoring scale is based on the range of ability reflected in the particular set of writing samples being assessed.

Preparation for scoring. Prior to the training/scoring sessions, a Chief Reader and assistants read a substantial number of essays drawn from the total pool of essays to be scored. Approximately 15-20 essays were selected to serve as "range-finders" or "markers," representing the range of achievement demonstrated in the total set of papers. Copies of those range-finders served as training papers during the scoring workshops which followed. Each range-finder was assigned a score according to a four-point scale, where 1 represents a poor paper and 4 represents a superior paper.

Scoring workshops. During the month of November, seven holistic scoring workshops were held in six different locations across the state. Attendance at these scoring workshops totaled 471 teachers. At each workshop, the agenda consisted of two parts: a training session and a scoring session.

For the training session, teachers were grouped in manageable teams with a scoring assistant acting as the group trainer. The Chief Reader was responsible for supervising the entire session. The general procedure for a training session is described below.

(1) Each training paper (range-finder) was studied in turn and trial-scored by all scorers. Scoring judgments were independent, quick and immediate, and based on the scorer's overall impression of the paper. No fractional points on the score scale (1-4) were permissible.

(2) After all scorers had scored the first training paper, their judgments were compared to the score assigned by the Chief Reader. Any discrepancies were discussed. Through repeated discussions on succeeding training papers, scorers came to identify and internalize those features of written composition that distinguish the papers along the established range. This "holistic" process obviates the need to articulate explicitly the specific criteria that separate one score point from the next.

(3) The group of scorers were "calibrated" when it was ascertained that they were making judgments consistent with one another and with the Chief Reader. Discussions about papers continued until agreement was reached on the scores of the training papers.

Once teachers were calibrated, actual scoring of the writing exercises occurred. Each paper was read independently by two different scorers; that is, the second reader did not see the score assigned by the first reader. The Chief Reader was responsible for adjudicating any disagreement of more than one point between the judgments of the two scorers. In other words, discrepancies of one point between scores (e.g., 4 and 3, 1 and 2, 2 and 3) were acceptable, but larger discrepancies (2 and 4, 3 and 1, 1 and 4) had to be resolved by the Chief Reader. Once a paper was assigned two nondiscrepant scores, workshop assistants summed the two scores to produce the final score for each student. The possible scale of summed scores was from a low of 2 to a high of 8.

Understanding the holistic scores. Examples of actual student papers which are representative of the scoring range for the Connecticut ninth-grade test will assist the reader in understanding the statewide standard set for the writing sample and in interpreting the test results. Sample papers representing four different holistic scores are presented in Appendix A. Note that the process of summing the scores assigned by the two readers expands the scoring scale to account for "borderline" papers. A paper which receives a 4 from both scorers (for a total score of 8) is likely to be better than a paper which one reader assigns a 4 and another reader assigns a 3 (for a total score of 7). In addition, it should be emphasized that each of the score points represents a range of student papers--some 4 papers are better than others.

A score of 0 was assigned to student papers in certain specific cases. A score of 0 indicates that a paper is not scorable and, therefore, that the student's writing skills remain to be assessed. The cases in which a score of 0 was assigned were as follows:

(1) responses that merely repeated the assignment;

(2) illegible responses;

(3) blank responses;

(4) responses in languages other than English;

(5) responses that failed to address the assigned topic in any way; and

(6) responses that were too brief to score accurately, but which demonstrated no signs of serious writing problems (for example, a response by a student who wrote the essay first on scratch paper and who failed to get very much of it recopied).

Both readers had to agree that a paper deserved a 0. Otherwise, a third reader arbitrated the discrepancy. Papers which were assigned a score of 0 for the Connecticut ninth-grade test were not included in summary reports of test results.

Scoring of the Reading Test

The reading test was scored by the College Board of New York. The scores reported indicate the number of items answered correctly by students (raw score). These scores can easily be converted to DRP unit scores to identify the difficulty or readability level of prose that a student can read with comprehension, thus making it possible to match written materials with student ability.

(For a conversion table, see the manual EERA: The Proficiency Program in Reading, pp. 9-11.)

V. OCTOBER 1980 PROFICIENCY TEST RESULTS

Summary of Statewide Test Results

Table 1 presents statewide results of the October 1980 Ninth-Grade Proficiency Test. Figure 1 graphically displays statewide results in circle and bar graphs. Test results for each of the three content areas are summarized below.

Reading. Of the 41,493 students who took the reading test, 37,929 (91.4%) achieved scores at or above the Statewide Level of Expected Performance. The average raw score is 79.5 out of 98 test items, which translates to a Degrees of Reading Power unit score of 64.

Mathematics. Of the 41,565 students who took the mathematics test, 31,006 (74.6%) achieved scores at or above the Statewide Level of Expected Performance (SLOEP) of 62% correct. Statewide, Connecticut students achieved an average total mathematics score of 74.2% correct; that is, on the average, students answered 48 of the 65 items correctly. The area with the highest average score included items assessing Computation Skills (78.0%), followed by Problem Solving (73.0%) and Concepts (70.7%).

The bar graph in Figure 1 displays the percentage of students achieving scores in each of five score intervals (1-20% through 81-100% items correct). As the figure indicates, 43% achieved scores of 81% correct or better on the Mathematics test.

Basic writing skills in the language arts. Basic writing skills in the language arts were measured by two separate tests, a 25-minute writing exercise and a 36-item multiple-choice test. On the multiple-choice test, 37,851 of the 41,671 students (90.8%) achieved scores at or above the SLOEP of 58% correct. Statewide, the average score on all language arts multiple-choice items was 80.8%. The area with the highest average score included items assessing Composing and Organizing Skills (82.3%), followed by Mechanics of Written Expression (81.2%) and Library Skills for Writing Tasks (77.8%). As the bar graph in Figure 1 shows, 65% of the Connecticut students tested achieved scores of 81% correct or better on the multiple- choice test in language arts.

On the writing sample, 87.6% of the students, or 36,060 out of 41,159, achieved a total holistic score which was at or above the SLOEP. The average holistic score was 5.2 on a scale of 2 to 8. In Figure 1, the bar graph for the writing sample indicates the percentage of students who were awarded each possible holistic score. The majority of students cluster at the center of the score scale; that is, 67% received holistic scores of 4, 5, or 6. By contrast, smaller proportions earned either of the two highest writing scores (7 or 8), or either of the two lowest scores (2 or 3).

TABLE 1

Connecticut Ninth-Grade Proficiency Test Results: October 1980
Statewide Summary Report School Year 1980-81
All Districts

Subject/Domain	Average Percent Items Correct	Standard Deviation	Number of Students Scored	Students at or above SLOEP*	
				Number	Percent
Mathematics					
Computation	78.0%	16.6%			
Concepts	70.7%	20.2%			
Problem-Solving	73.0%	20.5%			
Total	74.2%	17.5%	41,565	31,006	74.6%
Language Arts					
Mechanics	81.2%	16.9%			
Composing	82.3%	17.5%			
Library	77.8%	22.2%			
Total	80.8%	15.9%	41,671	37,851	90.8%
	Average Holistic Score				
Writing Sample	5.2	1.5	41,159	36,060	87.6%
	Average DRP Raw Score				
Reading	79.5	--	41,493	37,929	91.4%

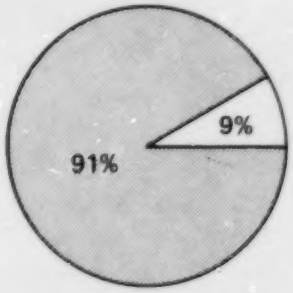
*Mathematics = 62% -- Language Arts = 58% -- Writing = 4 -- Reading = 55

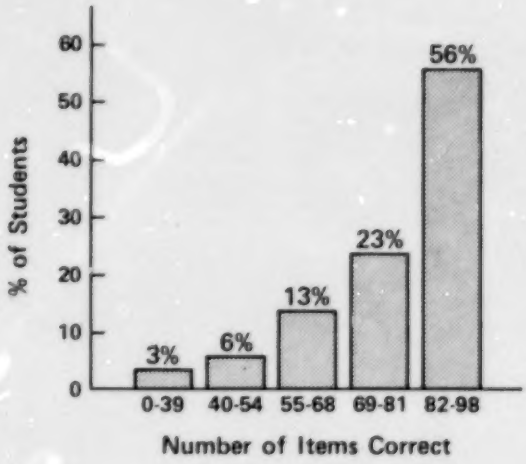
Figure 1

STATEWIDE RESULTS ON OCTOBER 1980 EERA NINTH-GRADE PROFICIENCY TEST SCHOOL YEAR 1980-81 *

READING

The shaded portion of the circle graph below indicates the percent of students at or above the Statewide Level of Expected Performance of 55 items correct.

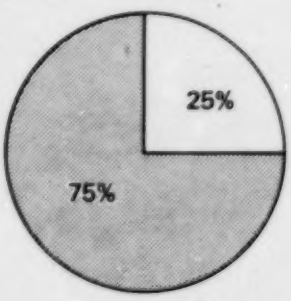


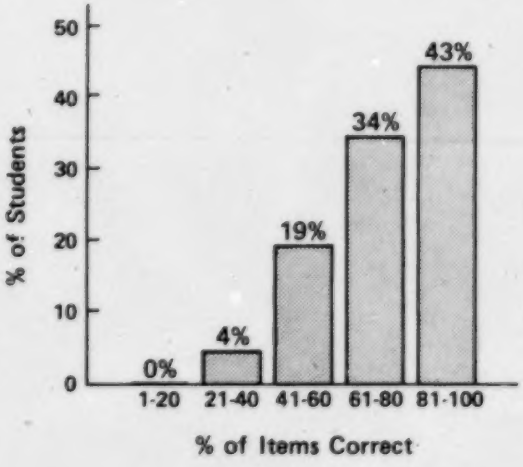


Reading
Average number of items correct,
All Students: 79.5 (out of 98 items)

MATHEMATICS

The shaded portion of the circle graph below indicates the percent of students at or above the Statewide Level of Expected Performance of 62% correct.





Mathematics
Average percent of items correct,
All Students: 74.2% (48 out of 65 items)

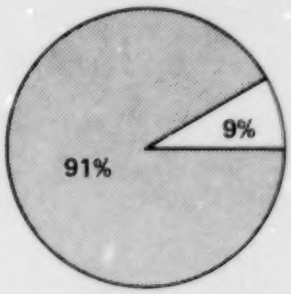
* Bar graph percentages do not total 100% due to rounding.

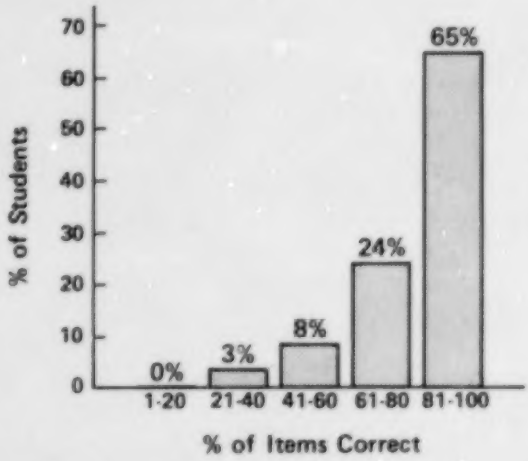
Figure 1 (continued)

STATEWIDE RESULTS ON OCTOBER 1980 EERA NINTH-GRADE PROFICIENCY TEST SCHOOL YEAR 1980-81

LANGUAGE ARTS

The shaded portion of the circle graph below indicates the percent of students at or above the Statewide Level of Expected Performance of 58% correct.

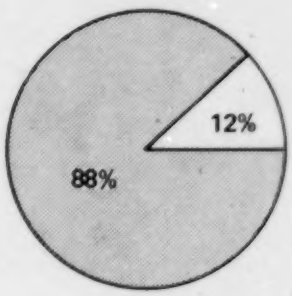


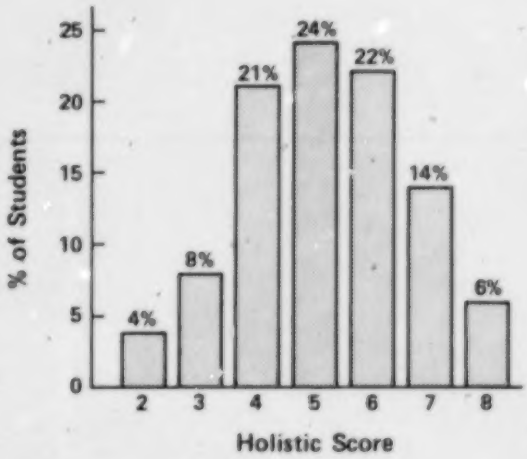


Language Arts
Average percent of items correct,
All Students: 80.8% (29 out of 36 items)

WRITING SAMPLE

The shaded portion of the circle graph below indicates the percent of students at or above a Holistic Score of 4.





Writing Sample
Average Holistic Score,
All Students: 5.2 (on a scale of 2 to 8)

Test Results by Type of Community

Tables 2A and 2B present data aggregated by Type of Community (TOC) for each portion of the test. Connecticut school districts were classified according to six community types, as follows:

TOC 1 = LARGE CITY -- a town with a population of more than 100,000.

TOC 2 = FRINGE CITY -- a town contiguous with a large city, and with a population over 10,000.

TOC 3 = MEDIUM CITY -- a town with a population between 25,000 and 100,000 and not a Fringe City.

TOC 4 = SMALL TOWN (Suburban) -- a town within an SMSA* with a population of less than 25,000, not a Fringe City.

TOC 5 = SMALL TOWN (Emerging Suburban) -- a town with a popuistion of less than 25,000 included in a proposed 1980 SMSA but not included in a 1970 SMSA.

TOC 6 = SMALL TOWN (Rural) -- a town not included in an SMSA, with a population of less than 25,000.

For Tables 2A and 2B, students attending Regional Vocational-Technical Schools have not been classified within the six TOCs but have been aggregated as a separate group.

Table 2A summarizes test data for each TOC. It can be seen that large cities (TOC 1) have the highest percentage of students who may be in need of remedial assistance, followed by Vocational-Technical Schools, medium cities (TOC 3) and rural towns (TOC 6). The percentages in Table 2A are based on the participation figures shown in Table 2B.

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* SMSA ("Standard Metropolitan Statistical Area") is the U.S. Census Bureau definition of a metropolitan area. It includes a central city (or "twin cities") of at least 50,000 people, and those contiguous towns that are socially and economically integrated with the central city. There are 11 SMSAs in Connecticut. The above classifications are based upon the proposed 1980 SMSAs.

SCHOOL YEAR 1980-81

TABLE 2A

Summary of EERA Ninth-Grade Proficiency Test Results for Six Types of Communities, Vocational-Technical Schools, and State: October 1980

CAUTION: The EERA Tests were not designed for comparative or normative purposes.

CAUTION: It is neither appropriate nor meaningful to sum across the different tests and subtests because of differences in scoring units, test lengths and Statewide Levels of Expected Performance (SLOEPs).

TYPE OF COMMUNITY (TOC)	MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
	Comp	Conc	Prob	Total: Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total: Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean Total Score	% At or Above SLOEP
Large City (1)	66.2	54.0	54.9	58.7	39.9	67.9	69.7	62.7	67.4	71.0	4.1	65.0	66.4	73.7
Fringe City (2)	81.8	75.8	77.6	78.7	83.1	85.0	86.1	82.0	84.7	95.6	5.5	92.9	83.2	95.5
Medium City (3)	77.4	69.9	73.0	73.8	74.4	82.0	82.8	78.2	81.5	92.0	5.2	88.8	79.9	92.8
Suburban Town (4)	82.9	77.7	79.7	80.4	87.0	85.8	87.0	83.6	85.7	96.6	5.7	95.2	84.5	96.6
Emerging Suburban (5)	81.2	75.9	78.0	78.6	83.4	84.4	85.0	80.4	83.7	94.8	5.4	92.8	82.4	94.6
Rural Town (6)	77.6	71.8	74.3	74.9	77.2	82.6	83.8	79.0	82.2	93.4	5.3	90.4	80.9	93.7
Vocational-Technical Schools	77.2	68.1	72.8	73.3	77.5	79.3	79.0	76.2	78.5	92.6	4.8	86.5	77.7	92.6
State	78.0	70.7	73.0	74.2	74.6	81.2	82.3	77.8	80.8	90.8	5.2	87.6	79.5	91.4

SCHOOL YEAR 1980-81

TABLE 2B

Number of Students Scored: October 1980

TYPE OF COMMUNITY (TOC)	MATHEMATICS	LANGUAGE ARTS	WRITING	READING
Large City (1)	6,223	6,257	6,049	6,196
Fringe City (2)	8,995	9,004	8,921	8,985
Medium City (3)	9,384	9,419	9,322	9,367
Suburban Town (4)	7,388	7,398	7,345	7,387
Emerging Suburban (5)	3,665	3,677	3,647	3,661
Rural Town (6)	2,784	2,785	2,754	2,774
Vocational-Technical Schools	3,126	3,131	3,121	3,123
State	41,565	41,671	41,159	41,493

Table 3 presents an unduplicated count of the total number and percent of students needing further diagnosis (and perhaps remedial assistance) in one or more subject areas. The results are presented for the state as a whole, and then aggregated by Type of Community. It should be noted that, for the state as a whole, the percent of students below SLOEP on at least one subtest is 31.4%. This means that 13,291 students out of 42,273 students are in possible need of remedial assistance. Moreover, 5,784 or 43.5% of these 13,291 students fell below the SLOEP on more than one of the subtests.

When examining the TOC frequencies and percentages, it can be seen that large cities (TOC 1) have the highest percentage of students who may be in need of remedial assistance, followed by medium cities (TOC 3) and rural towns (TOC 6).

Test Results by District

Table 4 presents a listing of test results by school districts and other schools. Town school districts are listed alphabetically and are followed by regional school districts, endowed academies, and vocational-technical schools. The Type of Community designation in the first column indicates the group with which each district or school has been classified on Tables 2 and 3.

Acknowledging that comparisons between school districts are inevitable, the State Department recommends that the following cautions be applied:

- The tests were not designed for normative purposes.
- It is not appropriate or meaningful to sum across the different tests and subtests because of differences in test length, scoring units, and statewide levels of expected performance (SLOEPs).
- The most valid comparisons are between districts which are similar in terms of socio-economic characteristics.
- It is inappropriate to compare districts solely on the basis of the percentage of students scoring at or above the SLOEPs. These comparisons are inappropriate since it is impossible to identify, solely on the basis of the above information, how the average student has performed in the districts being compared. Average scores and standard deviations provide more appropriate comparative information on how well the average student is performing. It should also be noted that comparisons between March and October test results are inappropriate because it is impossible to determine the extent to which differences may be attributable to maturational factors and/or ninth-grade learning.
- It is inappropriate to compare October 1980 results with March 1980 results.

Individual Student Report

For each student tested, two copies of an individual student report were sent to the district, one for the student's file and one for the student's parent or guardian. An example is provided in Figure 2 on page 26.

TABLE 3

Number and Percent of Students Below SLOEP on One or More Subtests, by State and by Type of Community (TOC)*: October 1980 School Year 1980-81

	# of Students Taking at Least One Subtest	Below SLOEP on ONLY ONE Subtest		Below SLOEP on TWO OR MORE SUBTESTS		TOTAL Below SLOEP on AT LEAST ONE Subtest	
		#	%	#	%	#	%
STATE	42,273	7,507	17.8%	5,784	13.8%	13,291	31.4%
TOC 1	6,523	1,710	26.2%	2,669	41.6%	4,379	67.1%
TOC 2	9,065	1,308	14.4%	657	7.3%	1,965	21.7%
TOC 3	9,561	1,866	19.5%	1,166	12.3%	3,032	31.7%
TOC 4	7,434	902	12.1%	362	4.9%	1,264	17.0%
TOC 5	3,714	518	13.9%	286	7.7%	804	21.6%
TOC 6	2,828	530	18.7%	281	10.0%	811	28.7%
Vocational-Technical Schools	3,148	673	21.4%	363	11.5%	1,036	32.9%

* The TOC is based on the student's school district.

TABLE 4

EERA Ninth-Grade Proficiency Test Results for Connecticut School Districts

CAUTION: The EERA Tests were not designed for comparative or normative purposes.

CAUTION: It is neither appropriate nor meaningful to sum across the different tests and subtests because of differences in scoring units, test lengths and Statewide Levels of Expected Performance (SLOEPs).

		MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
DISTRICT	TOC	Comp	Conc	Prob	Total: Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total: Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean Total Score	% At or Above SLOEP
Ansonia	5	73.2	67.1	70.0	70.4	67.9	80.4	81.3	74.8	79.5	93.2	5.1	90.4	75.5	90.7
Avon	4	90.7	88.6	87.0	88.7	97.6	88.5	89.7	88.8	89.0	98.8	6.0	98.2	89.0	99.4
Berlin	4	82.3	77.5	78.1	79.5	85.1	85.1	87.5	83.6	85.6	97.9	5.3	88.7	83.9	98.5
Bethel	4	84.8	77.4	78.0	80.2	89.2	85.9	86.2	83.9	85.6	96.0	5.8	96.7	84.7	97.7
Bloomfield	2	77.7	72.1	69.4	73.0	70.3	82.9	85.5	76.4	82.4	94.5	5.6	97.2	81.6	96.5
Bolton	4	80.8	76.1	77.5	78.3	82.6	85.0	87.3	84.4	85.7	97.8	5.1	88.4	83.1	93.3
Branford	4	75.0	66.5	74.2	72.7	78.1	82.8	86.3	81.8	83.9	95.7	5.7	98.0	84.4	96.4
Bridgeport	1	61.9	48.4	49.4	53.6	28.1	64.1	65.7	56.3	63.0	64.0	3.7	52.5	62.4	68.3
Bristol	3	80.0	72.7	75.3	76.3	81.1	82.8	83.4	80.1	82.4	93.4	5.0	86.3	80.4	94.8
Brookfield	4	84.6	81.9	81.9	82.8	93.9	88.8	89.1	84.9	88.0	98.6	5.9	99.5	87.8	98.1
Brooklyn	6	78.6	74.0	75.9	76.4	80.3	86.8	86.1	77.3	84.4	100.0	5.6	94.7	82.8	97.4
Canton	4	80.5	74.3	79.8	78.8	90.0	85.8	87.2	81.9	85.4	96.7	5.8	97.5	84.0	97.5
Cheshire	2	85.6	82.1	84.3	84.2	93.9	89.3	90.8	87.2	89.4	99.1	5.8	97.4	89.2	98.7
Clinton	5	83.2	75.7	76.5	78.6	89.4	82.3	82.5	79.3	81.7	94.6	4.8	87.5	79.8	91.5
Colchester	5	82.7	77.1	79.4	80.0	88.7	80.9	84.1	77.8	81.4	94.8	5.8	96.6	79.4	93.0
Coventry	4	81.0	74.1	74.6	76.7	84.6	85.6	87.9	83.9	86.1	97.5	5.5	95.9	82.4	97.6
Cromwell	4	79.4	71.7	73.8	75.3	82.5	85.2	83.6	79.5	83.4	96.9	5.4	97.9	83.2	97.9
Danbury	3	79.6	69.2	74.0	74.9	76.2	81.6	83.9	78.2	81.7	92.9	5.5	93.7	80.0	93.9
Darien	2	88.4	87.0	86.8	87.4	96.2	90.6	92.2	89.4	90.9	99.4	6.0	97.9	89.1	99.4
Derby	5	70.5	61.8	67.5	67.3	61.6	79.4	80.8	73.5	78.6	90.4	4.8	84.3	76.3	91.4
East Granby	4	85.3	79.2	83.3	83.0	87.8	87.2	90.0	82.5	87.2	100.0	5.9	94.0	84.6	98.0
East Haddam	5	83.3	74.8	77.9	79.1	84.1	83.9	84.3	84.4	84.1	98.6	5.5	98.6	82.9	97.0
East Hampton	5	73.5	69.3	71.9	71.8	75.2	81.4	81.2	77.5	80.5	89.5	4.6	79.2	78.7	90.1
East Hartford	2	79.5	72.1	73.1	75.1	78.6	82.3	83.0	77.7	81.5	94.7	5.3	93.3	80.4	94.1
East Haven	2	72.6	60.8	65.0	66.7	57.6	77.3	77.9	72.5	76.4	87.3	4.9	88.8	74.7	87.7
East Lyme	4	81.4	79.0	79.6	80.1	87.6	84.8	86.2	81.6	84.6	96.7	5.4	94.1	84.3	96.7
East Windsor	4	73.6	65.1	73.5	71.8	73.8	82.3	83.7	78.5	82.0	94.4	5.1	93.3	82.0	93.5
Ellington	4	79.5	75.3	78.4	78.1	84.1	83.7	86.0	82.0	84.2	96.0	5.4	94.5	83.5	95.9
Enfield	3	78.6	70.5	76.3	75.8	81.3	85.0	86.0	81.7	84.6	96.7	5.4	94.4	82.0	94.4
Fairfield	2	82.3	77.0	80.1	80.1	89.1	87.5	87.4	82.6	86.4	97.9	5.5	92.6	84.1	96.9
Farmington	4	85.8	82.6	82.4	83.6	92.9	87.1	89.4	85.2	87.5	96.2	6.2	99.0	85.2	97.2
Glastonbury	4	90.9	88.9	89.1	89.7	96.2	88.4	91.0	87.9	89.3	99.2	6.1	99.0	88.5	99.5
Granby	4	76.9	75.3	80.8	78.1	76.5	85.7	86.2	83.1	84.6	93.3	5.9	95.6	83.3	93.3
Greenwich	2	86.2	82.1	84.4	84.5	92.1	88.3	89.6	85.8	88.2	97.4	5.8	96.3	87.5	97.8
Griswold [1]	4	72.4	63.7	64.3	67.0	63.0	76.6	73.9	71.4	74.5	85.0	4.8	82.5	72.1	77.2
Groton	3	82.1	72.4	74.3	76.6	80.0	82.9	85.1	82.8	83.7	94.7	5.2	89.7	80.8	93.0

TABLE 4 (continued)

DISTRICT	TOC	MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
		Comp	Conc	Prob	Total: Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total: Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean Total Score	% At or Above SLOEP
Guilford	4	79.7	75.5	77.1	77.6	83.9	83.3	84.3	81.3	83.2	94.9	5.9	97.4	82.5	94.9
Hamden	2	78.4	71.3	74.1	75.0	75.9	82.3	83.4	80.7	82.3	91.4	5.4	90.8	79.9	91.7
Hartford	1	65.7	53.0	51.6	56.9	38.2	62.1	64.4	56.6	61.7	61.2	4.0	63.9	63.1	68.3
Killingly	6	74.4	67.1	70.4	71.1	66.9	81.2	81.8	75.8	80.2	89.0	5.4	92.2	75.7	87.8
Lebanon	6	80.4	75.3	75.2	77.1	78.4	84.9	86.1	78.6	84.0	97.0	5.1	93.0	83.8	96.9
Ledyard	4	82.9	77.8	79.6	80.3	87.3	85.6	86.2	83.5	85.4	97.1	5.5	93.3	84.7	96.0
Litchfield	6	82.9	78.5	79.6	80.5	86.0	86.7	90.0	86.8	87.9	98.4	5.9	96.6	86.2	97.6
Madison	5	86.8	83.1	84.1	84.8	94.6	87.0	88.1	83.3	86.6	97.1	5.6	96.1	85.4	96.4
Manchester	3	82.1	75.7	78.3	79.0	86.3	84.3	84.3	81.9	83.8	95.8	5.7	96.0	82.0	95.2
Meriden	3	74.0	64.9	68.7	69.7	66.0	80.9	81.5	75.6	79.9	91.1	4.8	80.4	77.9	90.9
Middletown	3	69.6	60.0	62.8	64.6	54.1	76.3	78.3	71.6	76.0	86.4	4.6	76.6	73.6	84.9
Milford	3	76.9	70.7	73.7	74.1	76.3	81.3	81.8	77.8	81.0	92.3	4.9	81.4	80.0	93.7
Monroe	4	84.6	80.3	81.4	82.3	88.6	87.6	88.7	84.7	87.3	97.8	5.9	97.4	83.7	97.1
Montville	4	78.4	70.7	71.6	73.8	72.5	81.5	80.9	77.9	80.5	93.2	4.9	88.5	79.3	93.6
Naugatuck [2]	2	72.7	68.9	69.7	70.6	70.7	79.6	82.5	77.8	80.2	92.9	4.6	77.9	77.3	91.0
New Britain	3	67.7	59.6	62.3	63.6	52.5	76.1	76.2	68.8	74.5	82.2	4.5	74.0	73.7	86.2
New Canaan	2	91.1	87.8	87.5	88.8	97.5	89.9	92.3	89.9	90.8	99.4	6.4	98.4	90.3	100.0
New Fairfield	4	82.5	75.5	79.1	79.5	86.4	87.2	88.4	84.1	87.0	96.9	6.1	99.0	85.0	97.4
New Haven	1	65.7	51.4	52.4	56.9	34.4	66.6	69.8	63.5	67.1	71.5	4.0	62.0	65.0	72.8
Newington	2	78.7	71.8	75.0	75.6	79.6	85.6	85.1	83.3	84.9	96.9	5.6	96.2	81.9	95.4
New London	3	66.3	57.3	59.9	61.6	41.7	76.4	76.8	69.9	75.1	82.9	5.2	89.9	74.6	88.0
New Milford [3]	5	83.8	80.6	79.7	81.4	85.3	86.3	87.1	82.6	85.8	96.5	5.4	94.5	84.2	96.0
Newtown	5	82.3	77.4	79.0	79.8	84.7	83.2	83.7	80.0	82.7	94.4	5.2	88.8	84.2	97.5
North Branford	4	83.6	74.7	77.1	78.8	88.6	85.6	86.4	82.3	85.2	96.6	5.7	94.3	83.1	97.1
North Haven	2	78.6	71.1	76.1	75.8	81.6	86.3	87.2	84.6	86.2	94.3	5.3	92.9	84.2	96.0
North Stonington	5	78.8	76.0	77.2	77.5	81.0	80.3	83.4	77.3	80.8	89.8	5.4	89.7	80.7	84.7
Norwalk	3	75.0	67.2	68.8	70.6	67.5	77.4	79.5	73.2	77.2	85.3	5.2	87.9	75.9	87.5
Old Saybrook	5	77.8	72.7	77.4	76.5	77.6	84.1	81.9	80.4	82.5	93.0	5.6	93.0	81.9	93.7
Plainfield [4]	6	73.6	62.8	67.4	68.5	66.8	79.3	80.6	75.9	79.1	90.2	4.5	78.7	78.4	95.2
Plainville	4	80.9	73.2	75.7	76.9	84.8	84.5	85.0	82.9	84.3	94.1	5.0	86.0	79.8	93.2
Plymouth	2	80.3	74.5	75.1	76.8	82.8	85.4	87.7	82.0	85.5	97.5	5.3	89.2	83.7	98.7
Portland	5	81.9	77.0	80.2	80.0	87.8	86.2	86.6	79.9	84.9	93.3	5.3	93.3	81.7	91.0
Putnam [5]	6	71.9	64.9	67.0	68.2	66.3	80.8	80.7	75.0	79.5	93.3	5.0	85.3	78.4	93.9
Ridgefield	5	85.7	81.9	84.3	84.2	94.8	88.3	88.4	85.1	87.5	98.2	6.1	98.9	87.5	98.7
Rocky Hill	4	85.5	80.3	81.8	82.8	89.8	86.8	84.2	80.7	84.5	97.5	5.3	97.5	85.3	98.3
Seymour [6]	5	76.5	68.7	72.7	73.1	71.7	83.5	82.3	76.1	81.4	92.0	4.9	89.7	80.1	93.8
Shelton	3	77.2	71.1	74.7	74.8	80.4	83.9	84.3	79.1	83.0	95.6	5.0	91.3	81.1	96.6
Simsbury	4	89.6	85.6	86.4	87.3	97.4	88.7	90.7	87.9	89.3	99.1	6.1	97.9	88.5	98.8
Somers	4	86.5	82.2	83.5	84.3	96.0	89.7	88.9	85.6	88.5	100.0	6.3	100.0	87.6	100.0
Southington	3	75.1	69.5	72.9	72.9	72.4	83.1	82.3	79.5	82.0	93.9	5.1	92.6	81.5	95.8
South Windsor	2	85.0	81.8	80.8	82.5	88.2	86.4	87.6	80.9	85.6	96.2	5.7	93.9	86.1	97.7

TABLE 4 (continued)

		MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
DISTRICT	TOC	Comp	Conc	Prob	Total: Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total: Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean Total Score	% At or Above SLOEP
Stafford [7]	5	80.6	73.0	75.0	76.5	81.4	84.0	84.8	78.3	83.0	89.7	5.0	89.7	79.5	95.2
Stamford	1	72.7	65.6	66.9	68.6	60.7	77.1	79.0	73.6	77.0	83.9	4.9	81.9	75.1	84.3
Stonington	4	84.3	80.7	81.9	82.5	89.8	87.0	88.8	83.5	86.9	99.0	5.7	94.6	83.4	96.1
Stratford	2	81.0	72.1	74.4	76.2	78.4	84.7	86.1	80.1	84.2	95.9	5.4	88.5	82.3	95.1
Suffield	4	79.6	75.1	79.1	78.3	82.9	84.6	84.4	83.6	84.3	94.6	5.6	95.2	85.1	95.8
Thomaston	4	79.6	74.7	74.6	76.4	81.6	83.4	87.3	80.6	84.2	96.6	5.0	81.8	83.1	97.7
Thompson	6	78.3	74.2	76.9	76.8	83.8	81.5	83.4	78.1	81.4	95.4	4.7	77.5	80.2	93.8
Tolland	5	82.8	78.5	79.2	80.3	85.1	83.8	84.3	82.0	83.6	96.6	5.8	95.4	80.5	92.5
Torrington	3	80.6	73.3	76.0	77.0	82.7	81.8	80.5	77.6	80.4	89.5	5.0	82.9	79.1	91.6
Trumbull	2	84.9	78.0	80.8	81.6	88.4	86.6	89.5	86.6	87.7	98.5	6.0	98.3	86.1	97.3
Vernon	3	80.2	75.6	76.7	77.7	84.4	86.7	87.9	82.7	86.2	96.9	5.7	96.6	84.0	96.9
Wallingford	3	78.5	69.5	74.6	74.8	77.9	84.2	85.0	81.2	83.8	95.8	5.3	93.9	81.4	95.0
Waterbury [8]	1	67.1	54.3	58.2	[illegible]	44.3	74.2	73.8	69.4	73.0	82.6	4.3	70.3	70.1	80.1
Waterford	4	77.0	70.1	73.8	[illegible]	75.2	83.3	83.6	79.2	82.5	92.0	5.2	92.3	80.0	92.3
Watertown	2	79.2	72.8	73.4	75.3	77.4	82.8	79.9	77.1	80.5	91.8	5.2	91.1	78.5	90.6
Westbrook	6	80.6	75.8	78.4	78.6	86.2	85.5	86.1	82.9	85.2	100.0	5.3	93.8	83.9	96.9
West Hartford	2	88.7	85.1	85.3	86.5	95.3	86.9	88.2	85.0	87.0	97.7	6.0	96.1	86.6	98.0
West Haven	2	78.6	69.0	68.7	72.3	70.4	79.4	79.7	75.7	78.7	89.8	5.1	91.4	76.5	91.0
Weston	5	89.3	84.8	85.2	86.6	96.0	90.0	91.4	86.0	89.6	98.9	6.3	99.4	88.3	99.4
Westport	3	91.5	88.0	89.1	89.7	96.9	90.2	92.3	89.4	90.8	99.5	6.3	97.6	90.4	99.3
Wethersfield	2	88.2	80.9	83.9	84.7	92.6	87.2	88.6	86.1	87.5	98.1	5.7	97.1	85.5	97.4
Wilton	4	90.2	86.6	87.2	88.1	97.0	89.7	92.7	89.4	90.7	99.3	5.8	98.7	90.1	99.3
Windham [9]	6	74.7	67.8	68.9	70.7	69.2	77.7	79.0	74.4	77.4	87.0	5.0	84.5	76.0	86.4
Windsor	2	75.7	72.9	77.0	75.6	80.3	83.2	86.0	81.1	83.8	96.9	5.0	89.7	82.4	95.7
Windsor Locks	4	80.0	73.6	78.2	77.8	83.1	84.0	83.1	80.8	82.9	92.7	5.2	92.6	81.5	92.2
Wolcott	2	76.2	68.1	73.7	73.3	75.5	83.0	84.9	78.6	82.7	93.9	5.0	79.9	80.7	94.4
Region #1 [10]	6	79.3	74.1	75.8	76.6	74.8	82.8	83.2	77.7	81.8	90.2	5.1	86.3	80.3	93.1
Region #4 [11]	6	80.0	75.8	76.7	77.7	81.4	82.4	80.8	77.5	80.7	90.3	5.6	95.8	79.9	92.3
Region #5 [12]	4	84.3	78.8	81.8	82.0	90.1	88.5	89.7	86.6	88.5	98.9	6.1	98.6	87.3	98.9
Region #6 [13]	6	81.9	77.5	80.7	80.4	90.6	84.5	87.5	83.4	85.3	96.9	5.4	96.8	85.6	96.9
Region #7 [14]	6	82.0	77.0	79.8	79.9	87.6	85.3	87.4	84.0	85.8	98.2	5.6	95.2	84.3	96.5
Region #8 [15]	5	75.8	70.9	73.1	73.5	74.1	82.7	82.8	78.9	81.9	92.8	5.4	95.0	80.4	92.3
Region #9 [16]	4	85.0	79.8	80.8	82.0	90.2	86.8	87.5	86.5	87.0	97.1	6.1	99.0	85.6	99.0
Region #10 [17]	5	79.1	73.3	76.2	76.6	81.6	85.6	86.6	80.4	84.8	96.0	5.7	95.0	84.5	95.0
Region #11 [18]	6	75.3	70.8	71.6	72.7	69.2	78.5	84.3	73.1	79.4	84.6	5.6	98.0	83.3	94.2
Region #12 [19]	6	82.6	82.1	82.0	82.2	89.5	84.7	87.7	85.6	86.0	98.8	5.6	94.1	85.5	98.8
Region #13 [20]	5	82.7	75.8	78.7	79.4	83.3	84.2	85.6	80.4	83.9	95.6	5.4	88.3	82.6	94.6
Region #14 [21]	4	80.1	72.5	73.7	75.7	78.1	83.7	86.7	80.1	84.0	95.1	4.9	86.3	81.3	95.1
Region #15 [22]	4	82.9	77.2	79.9	80.3	88.8	83.3	85.9	84.5	84.5	97.5	5.4	92.2	83.8	98.0
Region #17 [23]	6	73.5	67.9	73.6	72.2	74.7	83.1	81.8	79.1	81.7	92.5	5.0	86.9	80.6	93.8
Region #18 [24]	6	76.9	71.1	76.5	75.4	81.6	85.1	83.0	80.7	83.4	94.2	5.6	97.1	81.6	94.2

TABLE 4 (continued)

DISTRICT	TOC	MATHEMATICS					LANGUAGE ARTS					WRITING		READING	
		Comp	Conc	Prob	Total: Mean % Correct	% At or Above SLOEP	Mech	Comp	Libr	Total: Mean % Correct	% At or Above SLOEP	Mean Holistic Score	% At or Above SLOEP	Mean Total Score	% At or Above SLOEP
E O Smith [25]	6	83 4	78 9	80 5	81 2	87 7	85 5	90 2	83 6	86 8	97 9	5 6	97 3	86 5	96 8
Gilbert Academy [26]	6	79 2	72 7	75 8	76 3	82 4	83 1	84 9	83 1	83 7	95 8	5 5	94 4	81 6	94 4
Norwich Academy [27]	3	75 8	69 9	72 0	72 8	70 6	79 9	80 9	76 8	79 6	89 8	5 3	92 6	79 7	91 5
Woodstock Acad [28]	6	77 0	72 4	74 8	75 0	80 7	86 7	87 7	80 6	85 7	97 6	5 6	97 6	83 7	100 0
Emmet O'Brien RVTS	7	87 0	74 5	79 6	81 0	93 8	84 4	81 0	83 3	82 9	96 0	5 2	94 3	82 0	96 0
Bullard Havens RVTS	7	78 4	65 0	70 9	72 2	77 4	82 2	83 1	77 8	81 6	96 6	5 1	89 0	78 7	95 8
Henry Abbott RVTS	7	77 6	68 8	71 2	72 9	76 4	74 6	75 8	70 5	74 1	89 6	5 0	87 7	76 7	92 9
H H Ellis RVTS	7	72 3	67 0	72 1	71 0	70 3	78 3	79 5	75 7	78 2	93 8	4 5	76 8	78 2	94 5
Southeastern RVTS	7	74 4	66 4	74 2	72 4	75 3	77 9	76 4	76 1	77 0	90 4	4 8	85 9	76 0	87 4
Eli Whitney RVTS	7	77 6	68 6	74 3	74 1	80 7	79 8	79 6	79 8	79 7	95 4	4 9	93 4	77 1	95 9
A I Prince RVTS	7	72 3	60 9	60 4	64 7	52 1	69 9	73 3	66 7	70 4	78 2	4 0	68 3	67 4	73 4
Howell Cheney RVTS	7	81 9	77 6	83 3	81 5	95 1	85 2	83 3	82 4	83 9	100 0	5 6	97 1	84 2	99 0
H C Wilcox RVTS	7	79 0	70 7	77 2	76 3	84 1	84 4	82 4	80 8	82 9	97 7	4 6	88 3	82 4	97 7
Vinal RVTS	7	76 7	68 8	74 2	73 8	79 2	80 8	80 2	79 1	80 2	95 2	4 2	85 7	78 8	96 4
Platt RVTS	7	77 3	67 6	74 0	73 7	78 6	81 8	81 6	78 8	81 1	93 2	5 1	90 7	80 7	96 1
E C Goodwin RVTS	7	71 4	62 0	67 4	67 5	64 3	75 7	75 7	69 2	74 3	86 9	4 8	87 5	73 7	87 9
Norwich RVTS	7	82 0	75 1	76 5	78 1	90 2	82 0	81 2	81 9	81 7	98 2	5 0	89 6	81 0	95 1
J M Wright RVTS	7	68 4	59 1	63 0	64 0	53 3	70 9	70 5	66 4	69 8	79 9	4 4	75 8	69 4	82 4
Oliver Wolcott RVTS	7	81 9	72 5	78 3	78 2	88 6	80 0	80 6	74 6	79 0	94 9	4 7	81 1	77 8	93 1
W F Kaynor RVTS	7	79 3	69 8	74 9	75 3	90 3	83 9	80 1	81 2	81 9	97 0	5 0	93 9	81 3	98 5
Windham RVTS	7	77 1	72 3	73 8	74 6	79 4	79 7	81 2	76 8	79 6	97 6	4 6	82 7	80 5	97 6

FOOTNOTES

School districts that receive ninth-grade students from other towns or school districts are listed below. A (P) means that the district sends its students to two or more school districts. (Source: *Town and School District Profiles*, April 1980.)

[1] Griswold receives ninth-grade students from Canterbury (P), Lisbon (P), and Voluntown.

[2] Naugatuck receives ninth-grade students from Beacon Falls (P).

[3] New Milford receives ninth-grade students from Sherman.

[4] Plainfield receives ninth-grade students from Canterbury (P) and Sterling.

[5] Putnam receives ninth-grade students from Pomfret (P).

[6] Seymour receives ninth-grade students from Oxford (P) and Beacon Falls (P).

[7] Stafford receives ninth-grade students from Union.

[8] Waterbury receives ninth-grade students from Regional School District #16 (Prospect).

[9] Windham receives ninth-grade students from Canterbury (P), Columbia, and Willington.

[10] Regional School District #1 receives ninth-grade students from Canaan, Cornwall, Kent, North Canaan, Salisbury, and Sharon.

[11] Regional School District #4 receives ninth-grade students from Chester, Deep River, and Essex.

[12] Regional School District #5 receives ninth-grade students from Bethany, Orange, and Woodbridge.

[13] Regional School District #6 receives ninth-grade students from Goshen, Morris, and Warren.

[14] Regional School District #7 receives ninth-grade students from Barkhamsted, Colebrook, New Hartford, and Norfolk.

[15] Regional School District #8 receives ninth-grade students from Andover, Hebron, and Marlborough.

[16] Regional School District #9 receives ninth-grade students from Easton and Redding.

[17] Regional School District #10 receives ninth-grade students from Harwinton and Burlington.

[18] Regional School District #11 receives ninth-grade students from Chaplin, Hampton, and Scotland.

[19] Regional School District #12 receives ninth-grade students from Bridgewater, Roxbury, and Washington.

[20] Regional School District #13 receives ninth-grade students from Durham and Middlefield.

[21] Regional School District #14 receives ninth-grade students from Bethlehem, Oxford (P), and Woodbury.

[22] Regional School District #15 receives ninth-grade students from Middlebury and Southbury.

[23] Regional School District #17 receives ninth-grade students from Haddam and Killingworth.

[24] Regional School District #18 receives ninth-grade students from Lyme and Old Lyme.

[25] E. O. Smith School receives ninth-grade students from Ashford and Mansfield.

[26] Gilbert Academy receives ninth-grade students from Hartland and Winchester.

[27] Norwich Free Academy receives ninth-grade students from Salem, Sprague, Bozrah, Canterbury (P), Franklin, Lisbon (P), Norwich, and Preston.

[28] Woodstock Free Academy receives ninth-grade students from Eastford, Pomfret (P), and Woodstock.

Figure 2

CONNECTICUT NINTH-GRADE PROFICIENCY TESTING PROGRAM FALL 1980

INDIVIDUAL STUDENT REPORT

STUDENT NAME: DISTRICT: SCHOOL:

	MATHEMATICS				LANGUAGE ARTS				WRITING SAMPLE	READING
	COMPUTATION	CONCEPTS	PROBLEM SOLVING	TOTAL	MECHANICS	COMPOSING	LIBRARY SKILLS	TOTAL		
STUDENT SCORE	65.2%	73.3%	63.8%	66.2%	73.3%	84.6%	75.0%	61.0%	3	75
STATEWIDE LEVEL OF EXPECTED PERFORMANCE (SLOEP)				62%				58%	4	55

YOU HAVE SCORED AT OR ABOVE SLOEP ON: MATHEMATICS LANGUAGE ARTS READING

YOU HAVE SCORED BELOW SLOEP ON: WRITING
YOUR SCHOOL SHOULD DIAGNOSE YOUR SKILLS IN THIS AREA AND, IF NECESSARY, PROVIDE YOU WITH REMEDIAL HELP.

IF YOU HAVE QUESTIONS CONCERNING YOUR SCORES, CONTACT YOUR TEACHER OR PRINCIPAL.

About the EERA Testing Program: The ninth-grade test is one part of the education evaluation and Remedial Assistance (EERA) Act, passed in 1978. Two major purposes of the law are to help students acquire proficiency in the basic skills and to gather information that will help improve school programs.

What the tests measure: There are four parts to the EERA ninth-grade proficiency examination: Mathematics, Language Arts, Writing Sample, and Reading. The tests were designed to measure those skills that students should have acquired after eight years of school. The mathematics test measures three skill areas: Computation, Concepts and Problem Solving. The Language Arts Test also measures three skill areas: Mechanics of Written Expression, Composition, and the use of library and reference materials. The writing sample measures a student's writing skills, as demonstrated on a 25-minute exercise describing a personal experience. The reading test measures a student's ability to understand nonfiction reading material. The test identifies the level of reading material that a student can read with comprehension.

Statewide level of expected performance: A SLOEP has been set to represent minimum proficiency on each of the four tests. The SLOEPS for each test are presented above. Each SLOEP was established by Connecticut educators to identify those students whose achievement is significantly below grade level. Such students should receive further diagnosis by the local school, and if necessary, be provided with remedial assistance.

The test scores: For the Mathematics and Language Arts tests, scores are the percent of test questions answered correctly. A percent correct score is given above for each skill area and for total mathematics and total language arts. The writing sample score is expressed on a scale of 2 to 8 where 8 represents a very well-written essay. The reading score represents the total number of questions answered correctly. There were 98 questions on the reading test. If asterisks (**) appear above for a particular test, this means the student was absent or the answers were not scorable.

APPENDIX A

The following student papers are representative samples of papers receiving summed holistic scores of 2, 4, 6, and 8. Since each paper was scored by two readers on a scale of 1 to 4, a student's final score is on a range from 2 to 8. The Statewide Level of Expected Performance is a summed score of 4; students receiving a 2 or a 3 should receive further diagnois at their local schools. (See pages 11-13 for a fuller explanation of holistic scoring.)

Students were asked to respond to the following essay topic:

> Most of us have first impressions of the people we meet. Sometimes our feelings about people stay the same as we get to know them better. But sometimes we are surprised by the way people act.
>
> Think about someone you have met. Write an essay about your impressions of that person. Try to include as many details as possible. In your essay, be sure to express how you felt when you met this person.
>
> Your essay will be read and scored by two Connecticut English teachers. Write your essay so that the teachers who read it will understand your feelings about the person you are describing.

SAMPLE PAPERS REPRESENTING THE SCORING RANGE FOR THE WRITING SAMPLE

HOLISTIC SCORE OF 2 (two ratings of 1)

BEGIN YOUR ESSAY ON THIS PAGE.

I had a friend once who was Just like a brother to me and I was Just like a brother to him. Every where He went I went every where I went He went. Until one day I moved but when we see each other where as close as we was when I moved.

HOLISTIC SCORE OF 4 (two ratings of 2)

BEGIN YOUR ESSAY ON THIS PAGE.

It was the beginning of the year when I met peter, he seem to be a pretty nice Kid. He was the old sum of the skull type Kid, he was about 5 feet 8 inches, blond hair, he wore what every one else wears you know Levis shirt and jean jacke. Well we started to talk about every thing like where is your home town, where do you live, do you have any brothers or sisters and a lot of other things Well the bell rang and we went our ways. The first period bell rang and I had gym. When I got there Peter was there too we started to talk and we found we had all three classes together. The first day was over, I went home and told my mom about my first day and how I met peter and that he was really nice and all that. The next day we were in gym period We started to talk again. That was when I new he was a real fool, he talked about how he love all other dumb things and that made me think how my mom really not the friend I wanted.

SAMPLE PAPERS REPRESENTING THE SCORING RANGE FOR THE WRITING SAMPLE

HOLISTIC SCORE OF 6 (two ratings of 3)

BEGIN YOUR ESSAY ON THIS PAGE.

Of all the people that I have known, one person in particular, John, seems to stand out more than anyone else.

When I first met John, I felt that this boy was one that was totally crazy. He seemed to use to do or try anything regardless if it would hurt him or not. It seemed to me that he was doing these things to show off and get attention.

As I began to know him my first response towards him changed almost entirely. I ~~sat~~ adjacent to him in school and grew to like him and he liked me. I realized he wasn't showing off he was just having fun. John was also not reckless because he could seem to be able to do things others physically are unable to do.

I realized that when I first met John I had made, in my mind, everything that he did was trying to receive attention.

On account that I remember destinctively was when all the boys, including me, were riding over a

HOLISTIC SCORE OF 6 (continued)

CONTINUE YOUR ESSAY ON THIS PAGE.

big jump by the school. John came along, and what seemed to make him not modest was that before he would go off the big jump it had to be bigger, for to him the jump was easy.

Now, John and I are good friends and what he does, I do. I hope people will not think of me as I had illusioned John.

HOLISTIC SCORE OF 8 (two ratings of 4)

BEGIN YOUR ESSAY ON THIS PAGE.

I met a very special person named Barbara a month ago. She is married and her children have grown up and moved away. I met Barbara at a wedding. The impression she gave me about herself was true in many ways, but after talking to her for an hour, I found she was a very special person in more ways than one.

When I first met Barbara she gave me the impression that she was a very friendly person who loved to be with people. She really took an interest in what I had to say and she made me feel important. We talked and talked about many different aspects of our lives. I found that she really did love being around people and helping them. Barbara told me she had worked with people whose spouses were alcoholics.

Barbara is very special. I found out that her husband had been out of work for a year and that they were having some difficult times with finances. Yet she never really told me this directly. I could

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HOLISTIC SCORE OF 8 (continued)

CONTINUE YOUR ESSAY ON THIS PAGE.

tell she wasn't the type of person who puts their burdens and problems on others. Barbara just seemed to accept them and go on with life.

After I had talked to Barbara, I realized that I had learned so much from her about people and life in just one hour. I will never forget what she told me about things in general. I don't even think she knew how meaningful it was for me to talk to her. I hope I see her again in the future. Now when ever something goes wrong I just think of her and the problem seems to get smaller and smaller. I always wonder how many other people could be as special as she is!

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